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ABSTRACT

The federal Right to Read program is funding five school-based reading programs for the third consecutive year in Ohio. In addition to money, Right to Read provides technical assistance and materials to each site. Ball State University coordinates Ohio's team. Dr. Joseph Nemeth is the federally appointed technical assistant for Ohio's five school-based sites. Brief reports on each of the five programs are presented. Other articles are on diagnosis and remediation, content reading, developmental reading, teacher self-evaluation, and beginning reading. (TO)

Dedicated to
the Improvement of Reading Instruction

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THEME: The Right to Read Effort in Ohio

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The President Communicates

Herbert H. Sandberg*

Welcome to OCIRA! Our year together should be an exciting one with the theme, *Quest for Self through Reading and the Humanities.* I can't think of a more appropriate theme in a society which is increasingly presenting an image of computer and machine domination. It has been estimated that 80% of the jobs available in the next generation will be with and for *people.** If this estimate is accurate, then must we not build a people-centered education?

We will not be prepared for a people-centered, culture-loving society by accident. We must start early by building an environment that fosters caring—people caring about people—people wanting to serve people.

Who will man the museums, play in the symphonies, act and produce in the theaters if we begrudge children their early expression in school? I know and you know first graders who are so involved in the mechanics of a reading system that little or no time is available to sing, to dance, to paint, to linger over the summer shell collection, to play the roles of beloved characters in books or in their imaginations.

In the pressure, no matter how well intended, to squeeze the curriculum to the bare bones of the three R's, we are ill preparing children for the kind of society that will be viable, exciting, beautiful, comfortable.

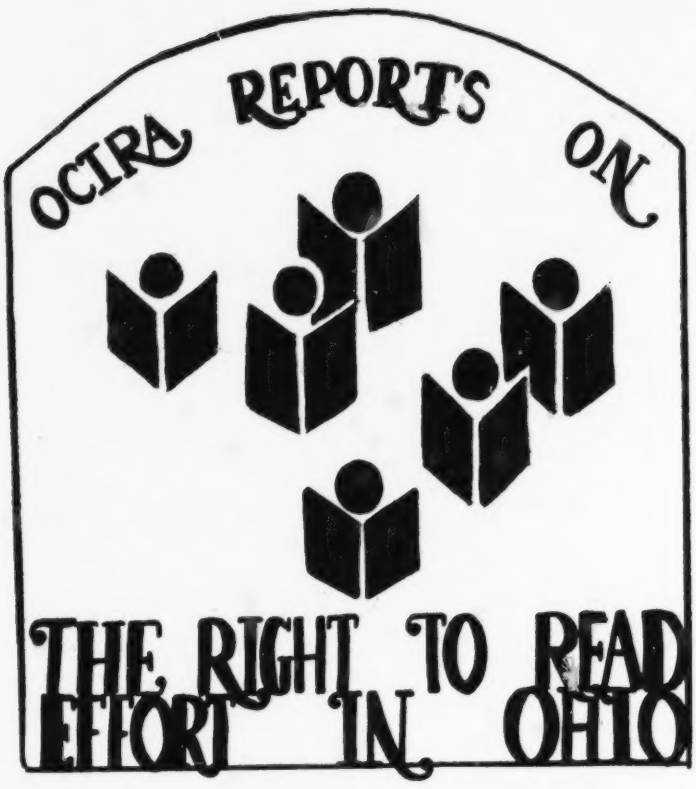
I see our mandate as teachers as one that will preserve and extend the arts, to build lifelong interest in the growing cultural opportunities, and to foster the kind of sensitivity that permits person to communicate to person a universal quality of caring.

Children care. We all do. And we could make the world a more comfortable place for living if we shared our caring. This takes strength and sensitivity combined, for the sensitivity to joy and love is the same sensitivity to pain and hurt. Peaks must have valleys. We teachers and children should travel them together.

I look forward to seeing all of you at the Fall Conference in Columbus on November 2 and 3. We will be dealing with the critical issue of developing self-concept through reading and the arts.

*From remarks of Mrs. Joan Bowers, White House Conference on Education, 1965.

*President, Ohio Council International Reading Association



The Right to Read Program in Ohio is alive and well! Established in 1970, Right to Read is a coordinated effort to urge public, private, professional and non-professional segments of society to work toward the goal of ensuring that by 1980 ninety-nine percent of all people under 16 years of age and ninety percent of all those over 16 will possess and use literacy skills. To implement that objective, the federal Right to Read Program has funded 170 school-based and 70 community-based reading programs and 31 programs at the state education agency level.

Presently, five school-based reading programs are being funded for the third consecutive year in Ohio. In addition to money, Right to Read also provides technical assistance and materials to each site. Forty-seven reading consultants, educational planners and community specialists working in four teams are located throughout the country. Ball State University coordinates Ohio's team and Dr. Joseph S. Nemeth is the federally appointed technical assistant who assists Ohio's five school-based sites.

The following articles give a brief glimpse into Ohio's five school-based sites. Future issues will report on Ohio's Right to Read Program at the State Department of Education level.

Teachers Learn Thru Right to Read Staff Development Project

Barbara Rich*

The Helen J. Neeley Elementary School of Berea, Ohio, has been designated as a "Right to Read" Expansion Site. An Expansion Site is one where promising reading practices can be expanded into exemplary programs. At the Neeley Elementary School, an On-Site Coordinator and members of a Unit Task Force share the responsibility for the planning and the directing of the Right to Read Program. The Unit Task Force includes: teachers, parents, supervisors, coordinators and the principal.

". . . the teacher represents the 'key' for a successful reading improvement program. . ."

Utilizing *Right to Read Needs Assessment Procedures*, Unit Task Force Members identified the major reading needs of the Helen J. Neeley School. The needs were classified into three fundamental components. These components included: staff development or in-service education, student language and reading skill development, and parent involvement.

Since the teacher represents the "key" for a successful reading improvement program, Unit Task Force Members classified staff development as the priority need.

At Neeley, it was felt that the success of in-service training would be enhanced if teachers had a voice in identifying their individual instructional reading needs and establishing priorities.

As a result, teachers were provided with a structured procedure for identifying their instructional reading needs. Each staff member completed an *Individualized Staff Development Planning Form.*[1] This form consisted of diagnostic and prescriptive objectives followed by a self-assessment column where each teacher checked his ability.

Next, each teacher identified one specific area of staff development which he recommended for in-service. An analysis of the results was completed, and in-service activities were organized according to each teacher's designated priorities. Thus, each teacher was able to work in an area of individualized need for self-improvement. The next step was to provide leadership and active participation in the planning phases.

The in-service activities which were planned did not assume that the entire faculty had to work simultaneously, in the same place or on the same task. Some teachers worked individually, others worked in small groups, and in some cases the entire staff worked together.

"Teachers have a voice in identifying their individual instructional reading needs and establishing priorities."

*On-Site Coordinator, Helen J. Neeley School, Berea City School District

"The design for the reading period places the pupils in a multi-media setting."

The following in-service action activities, [2] presented in outline form, provide an overview of the program:

- Orientation sessions relating to the Right to Read Project — (Aims and Objectives) — were scheduled for all teachers in K-6.
- Motor-perceptual in-service activities were scheduled as follows:
  a. Two hour participation in-service for K-3 teachers.
  b. One hour in-service — outside consultant for K-6 teachers.
- Directed Reading Thinking Activities and Unipac Development in-service activities were implemented. (Fourteen hours of Unipac and DRTA in-service training sessions followed by an average of forty hours per teacher in the development of Unipacs and DRTA's for classroom use.) Neeley staff members were the instructors.
- Make-It Sessions designed for developing reading games involving teachers, parents, coordinator and administrator were implemented.
- The staff attended seminars based upon their needs and their interests.
- Staff development activities through intra-school visitations and inter-school visitations were scheduled and implemented.
- Continuous conferences between the on-site coordinator and each individual teacher (informal and formal conferences based on needs indicated by teacher and/or coordinator) were scheduled and evaluated.
- Neeley "Right to Read" Reading Skills Checklist was developed to determine the reading status of each student.
- Ten hours of in-service training activities were conducted by an outside consultant on the use of a diagnostic - prescriptive approach to the teaching of reading. This included the development of short pre/post criterion reference test related to the Neeley "Right to Read" Reading Skills Checklist.
- The total staff participated daily in U.S.S.R. (Uninterrupted Sustained Silent Reading) to increase professional staff development through reading and to provide an example for the students.

"Staff development, an essential element, has been continuous."

The success of the Action Activities at Neeley may be attributed in part to cooperative diagnosis and planning. The program has provided: first, an orientation to the over-all Right to Read Program Goals and Objectives; second, an opportunity for individualized professional growth; third, a means of providing the key person — the teacher — professional information for improvement of the instructional program in the classroom.

The Neeley Program illustrates an active commitment to the belief that staff development is and should remain a major component in a successful Right to Read Program.

[1]Office of Educational Research and Service, College of Education, Bowling Green State University; **Individualized Staff Development Planning Form.**

[2]"Action Activities" denotes continuous, ongoing in-service activities.

Readmor--

At Morgan Local

Each student must work at his own level in order to gain self-confidence and to experience personal success and satisfaction.

Pamela J. Workman*

READMOR, the Morgan Local School District Right to Read transition site is located at Morgan High School, McConnelsville, in southeastern Ohio. The three year reading program emphasizes two aspects: Thrust I, staff development in the integration of the teaching of reading in content-related areas; and Thrust II, a concentrated developmental reading program for ninth grade students. Almost the entire student population, grades 9-12, is involved through these two thrusts.

The staff development aspect began with a college course, "Teaching Reading in Content-Related Areas," presented on-site by Bowling Green State University. The local reading staff conducted eleven after-school workshop sessions as a follow-up to this course to give teachers additional time to design and prepare materials for classroom use. This first phase of the program focused on staff development with the intention that improvement in teaching will culminate in improvement of student achievement and student attitude. Baseline data was collected and staff development activities progressed in accordance with the evaluation design. It remains for the staff as they gain confidence and expertise in content - related reading techniques to move from an experimental basis to a more refined program.

The developmental reading phase of the program began for freshman students the second semester. Ninth grade students meet in a specially equipped reading laboratory to receive individualized instruction based upon diagnosed strengths and weaknesses in the area of context, structural analysis, phonetic analysis, vocabulary, comprehension, and reading rate.

Based on the Nelson Denny Reading Test results and classroom evaluation and performance, it was determined that the following three instructional levels prevailed throughout the freshman class: superior ability, application level; average ability, interpretive level; low ability, literal level.

Because reading is an individually based skill and must be approached as such, the problem of non-homogeneous grouping had to be overcome. It was imperative that the program be set up in such a way as to afford each student the opportunity to work at his own level in order to gain self-confidence and to experience personal success and satisfaction with

*Reading Consultant, Morgan High School, McConnelsville

"The problem of non-homogeneous grouping had to be overcome."

his work. Therefore, all teacher-written materials such as vocabulary reinforcers and study guides, whether applicable to academics or enrichment, are ability leveled. All students work from the same written materials but on different questions, thereby eliminating embarrassment and promoting the student's readiness by providing for gaps in his experience. In addition, on the basis of teacher selection, all textbooks, workbooks, reading kits, and programmed materials are leveled and specifically chosen for each ability group. At all times three different lessons are in progress during a given class, allowing for maximum efficiency and progress. When possible, students evaluate their own work and keep their own records and progress charts under the supervision of the reading teachers.

Currently the reading staff is utilizing many new methods and approaches in the attempt to determine the most efficient means of attacking reading deficiencies and to offer students a variety of learning experiences. Both thrusts of READMOR work together to improve the reading competencies of all Morgan High School students.

". . . improvement in teaching will culminate in improvement of student achievement and student attitude."

RIGHT TO READ AT LOUIS PASTEUR

Dorothy Middleton*

Ruth B. Fore**

"There is an air of excitement and change at this Right to Read Impact Site."

*Principal, Louis Pasteur School, Cleveland

**Right to Read Consultant, Louis Pasteur School, Cleveland

Spin and Read . . . Reading Makes the Mind Grow . . . Reading is in Your Future . . . Read a Good Book . . . Reading is a Lifesaver.

These are just a few of the lesson titles and bulletin board captions that help to express the Right To Read Effort at Louis Pasteur School. There is an air of excitement and change at this Right To Read Impact Site.

The Right To Read Effort at Louis Pasteur was directed by the principal as coordinator of the program at this site. Implementation of program activities required a team approach involving a Right To Read consultant, Unit Task Force classroom teachers and educational aides. Consistent input came from staff members as materials were screened and selected to support instructional plans and special school projects. The Unit Task Force moved readily into the processes of assessment, monitoring, and decision-making with the program's administrative staff.

Louis Pasteur used a diagnostic, prescriptive approach to reading, stress-individualized reading as it related to the core basal textbook.

Critical areas of reading needs for pupils at the site were based upon an assessment of city-wide testing results. Pupils scoring in the lower quartile were specifically profiled. Teachers, consultant, and principal met at various intervals during the school year to discuss interim test results and prescribe specific processes and educational materials that might help to strengthen pupil competency in reading. Examination of test results also revealed common areas of weakness peculiar to grades one through six. Thus, the Right To Read Effort was channeled in two directions: individual and

Parent Volunteer and Tutees — Louis Pasteur School

small skill grouping; areas of commonality and/or concentration for grades one thru six.

Vocabulary

The first area of concentration was vocabulary. Teachers met according to grade level groups and decided upon the skill strands to be emphasized at their specific grade level as related to the area of concentration in vocabulary. For example, the teachers at grade level four decided to emphasize skill strands stressing synonyms, antonyms, and homonyms. An approximate period of about three weeks was designated for each strand. Teacher-made pre-tests and post-tests were administered for each skill strand. A variety of commercial and teacher-made materials were used to supplement classroom instruction. The area of concentration in vocabulary was continued for approximately ten weeks. Grade level meetings were held to determine additional skill strands to be emphasized. Pre-tests and post-tests were administered for each new skill to be developed.

Cross-Age Tutoring focuses on children who do not relate well to adults as an authority symbol.

"The Pride Program strengthened self-esteem and increased self-respect."

Comprehension

The second general area of concentration was comprehension. Teachers at each grade level selected related skill strands in the aforementioned manner.

Many helping hands augmented the effectiveness of the Right To Read Effort at Louis Pasteur School. Valuable assistance was contributed by Parent Volunteers, Educational Aides, Resident Tutors (college students), Work-Study Students (Junior High Program for Potential Dropouts) and Technical Assistants.

Incentives

Louis Pasteur School points with pride to special projects and motivation incentives that helped to intensify the Right To Read Effort. Teacher initiated and directed projects included Cross-Age Tutoring, a program focusing on children who do not relate well to adults as an authority symbol. Teachers saw growth in these pupils as they readily accepted assistance from their peers. The Pride Program strengthened self-esteem and increased self-respect. Expression Through Poetry provided an additional means of self-expression.

The strength of the Right To Read Effort can be directly attributed to strong encouragement of parental involvement, total staff in-service, release time for teachers for parent conferences, exploration of resource materials, sharing of ideas and educational learning and involvement of all supportive personnel within building organization.

Right To Read at Louis Pasteur School has been a spirit that has gradually permeated throughout the learning climate of the entire building. Walk through the hallways, and you will feel a definite commitment to utilize every minute of the day, so that, all pupils will have a RIGHT TO READ.

Right to Read at Iowa-Maple

L. Pearl Shields*
Norma Fleming**

The Right to Read program at Iowa-Maple is a dramatic example of focus on pupil growth in reading. Concentration of effort involves every staff person in a continuous assessment of critical areas of reading needs, determination of workable techniques, screening of instructional plans and shared implementation. The pace of implementation moves rapidly as teachers screen materials, share plans, and demonstrate teaching modes designed to provide every child an opportunity to have some avenue for successful reading experiences.

The scope of involvement in the Right to Read program is evident throughout the school and its community. The Unit Task Force continues its role in the planning and assistance to the project's administrative staff. Parents visit classes and confer with teachers. Parent meetings, regularly scheduled by grade levels, afford parents the chance to ask questions, view materials, and share with other parents ways in which they are supporting their children in reading at home. The combined efforts of the Unit Task Force and parent groups are directed toward the Reading Is Fundamental aspect of the Right to Read program.

Pupil interest is high, evidenced by the number of special reading projects in operation involving pupils, teachers, and the site's Right to Read consultant.

The consultant role adds a strong dimension. Introducing new ideas as well as additional techniques of instruction, demonstrating effective use of materials, and cooperative planning are but a few of the strategies noted. Output in terms of pupil and teacher motivation is observable as pupils apply an "interest-selling" approach to encourage their peers to "read this book". Model classrooms, in-service meetings, cross-age tutoring, and teaching conferences are on-going consultant functions.

Technical assistance to Iowa-Maple's Right to Read program is a valuable component. (This year's technical assistants were Dr. Peggy Ransom, Ball State University and Dr. Joseph Nemeth, Bowling Green State University.)

Total involvement of school and community, dedication, and faith are the key ingredients that are promoting attitudinal changes and pupil progress in reading for pupils at Iowa-Maple school.

*Principal, Iowa-Maple School, Cleveland
**Right to Read Consultant, Iowa-Maple School, Cleveland

Effort at Hazeldell

Mary S. Taylor*

Assessment of needs and organization of a program that befits has resulted in the implementation of a "tailor-made" plan that meets the needs of the pupils and which embraces the major goal of the Right to Read Effort: To increase "the reading skills of the participants in a demonstrable manner". [1]

Eclectic Approach

Utilizing the eclectic approach, the design for the reading period places the pupils in a multi-media setting. Three critical areas of reading are considered: skills, comprehension, reinforcement.

Positive learning is established when groups rotate at specific time intervals during the reading session. (Groups are flexible based on diagnostic data.) Each child, then, is insured independent and/or group performance as well as guided instruction, so necessary in the teaching and successful achievement of elementary school children.

Individualized Instruction

Individualized instruction occurs when prescribed skills are taught by the teacher and reinforced by the use of specific media. The S.R.A. Reading Lab enhances comprehension. It also lessens competitive pressure and embarrassment by affording the opportunity for each child to read on his own level and at his own rate of speed. (Tutors and aides lend much support.)

I.R.A. and S.S.R.

Two components of the Hazeldell plan: I.R.A. (Independent Reading Activity) and S.S.R. (Sustained Silent Reading) are in concurrence with the theme of a recent article by Martha McSwain, "Reading Is Improved by Reading".[2] Pupils are "encouraged to select books and to read uninhibited" to help "develop proficiency at their level".[3] Apparently the same, there is a distinct difference in the time provision and participants of the two activities: S.S.R. provides recreational reading for the entire class including the teacher (and any other adult who is present) at a given time during each school day, while I.R.A. may take place any time during the day, whenever a pupil possesses the de-

'Lunch with the Bunch' is a technique to invite parent participation."

*Principal, Hazeldell School, Cleveland

"Reaching Out" at Hazeldell

sire to read. One hundred-plus books (mostly paperbacks) as well as other reading materials have been placed in each classroom to allow for the freedom and practice of reading.

Language Experience

Many children bring to school valuable, first-hand experiences. Language Experience taps this well-spring and enables children who are beginning readers to make an easy transition to the printed page, while for others it extends and strengthens communication skills.

In-Service Workshops

Staff development, an essential element, has been continuous. Although in-depth training in Language Experience has been provided for by a "live-in" consultant (Dr. J. T. Becker, John Carroll University), two to three in-service workshops per month, providing staff training in other program areas, have been held. Orientation Week prior to the opening of school prepared the staff, professional and paraprofessional, for implementation.

Parent Participation

"Lunch with the Bunch" is a technique to invite parent participation. The Parent Conference-Clinic seeks the involvement of both parents and the private sector. A Principals' Dissemination Meeting has also been an aid to conveying the message that Right to Read is a pleasant and gratifying experience at Hazeldell School.

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1. The Right to Read General Plan of Action for School-Based Right to Read Centers, "Program Content", p. 14
2. McSwain, Martha B., "Reading Is Improved by Reading", Ohio Reading Teacher, Vol. VIII, Spring, 1973, No. 3, p. 2
3. Ibid., p. 3.

CHILDREN — LET THEM READ

Sandy Hall*

Emphasis on the importance of reading is in the foreground because of the government Right to Read theory. Schools are seeking to implement the goals of the program so each student will be able to read as well as he is able. However, this task should not lie solely with the school. Parents have a unique opportunity to help their children attain more proficient reading skills. Besides the obvious assistance of helping with homework, parents probably do aid, unknowingly, in helping children learn to read. The key to this aid is in letting the children read, not making them read. Information of various types will be acquired through reading if the child wants to read. The unique opportunities parents have are that they are with the children when they want to obtain certain bits of information.

"The interest is high, the success is immediate, and the skills are practical."

Despite the degree of reading achievement the child possesses, there are reading materials in the home which nearly all children can tackle. For the beginning reader, large-type ads in magazines and newspapers are usable. The added feature of picture clues with the ads can assist the child in figuring out new words. Practice in locating words with similar beginning or final sounds can be utilized as the parent directs the child in what to look for. The child could also look up the prices of certain items in grocery ads for Mom's shopping list. Comparison of prices on certain items in ads can stimulate interest in math besides giving practice in reading.

While newspapers are handy, the child can be encouraged to read aloud a short news article each day to the parent, who can question the child on the facts he read. Any school news or items of the child's interest could be pointed out for him to read.

Children who enjoy helping Mom in the kitchen will find a

*Graduate Student in Reading, Bowling Green State University

wealth of reading materials. Recipes can be reviewed, while the youngster also learns to interpret abbreviations used in cooking. Directions on packaged mixes provide step by step reading stimulation while the child is allowed to help in preparation. Reading labels and directions on frequently used objects such as furniture polish, shampoo, and aerosol sprays can be instructional. Knowing words found most often on directions as well as words on significant signs can provide "survival" type reading skills.

"Parents have a unique opportunity to help their children attain more proficient reading skills."

Record albums children enjoy can be an interesting source of reading material. If lyrics are included on the record jacket, the child can sing along while following the words, and thus reinforce familiar words or learn new ones.

While inexpensive children's books can be acquired for a personal library, frequent visits to the library should be a part of the young reader's routine. With books available which the child can read, he will find joy in the success of completing a book.

When eating at a restaurant or drive-in, the child has the opportunity to read menus as well as signs in the establishment. While eating breakfast at home, the child might enjoy looking at the cereal box, with its array of nutritional information and facts about special enclosed objects.

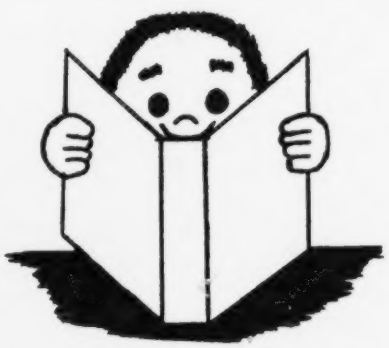
Shopping expeditions to the grocery store can provide numerous

"There is no limit to the reading materials available in homes."

reading opportunities fo the child. Signs depicting food areas are evident throughout the store. The mother can commission her helper to find a certain brand of vegetable, cereal, cracker, or other item which requires some reading.

Games which the child wishes to play may contain directions which can be read and interpreted by the child and parent jointly. The youngster's hobby or craft kits may include directions which the child can be allowed to figure out.

There is no limit to the reading materials available in homes. When children wish to know something, we can help them achieve self-satisfaction by letting them help themselves to the various readable items within their grasp. The interest is high, the success is immediate, and the skills are practical.



Earlier than Early—Diagnosis and Remediation

Marjorie MacDonald*

Below are some startling statements being made in the early seventies:

- The best learning years of a child's life are between the ages of two and five.
- Kindergarten is too late to influence our programs.
- We can never make up for the lack of interaction between parents and children in the first five years of the child's life.

With the above ringing in our ears, two kindergarten teachers, the school psychologist, nurse, speech therapist, gym teacher, reading specialist and special education teacher attempted to develop a program that would help this group of children and their parents.

In May, 1972 seventy-eight children and their parents were scheduled in for one hour each. Approximately twenty-five children and their parents could be seen in one day. The following tests were given to the children:

1. Draw-A-Man and perceptual tests.
2. Motor Skill tests.
3. Hearing and Auditory tests.
4. Acuity and vision tests.
5. Ability to play and communicate with others.

"The best learning years of a child's life are between the ages of two and five."

Parents were given the following opportunities to:

1. Talk with kindergarten teachers.
2. Observe the child's ability to play with others.
3. View a film showing how to get children interested in school.
4. Give a medical history of the child.

If a problem was noted in any of the areas, a conference was held with parents before they left the building that very day. In this conference the problem was explained, and ways of working with the child during the summer were suggested. If the problem was more severe, the parents were scheduled for a conference within the next two or three weeks. A very thorough discussion of the problem and methods of dealing with it would be given then.

"We can never make up for the lack of interaction between parents and children in the first five years of the child's life."

At the beginning of this school year (November 1972) a follow-up was made. Seventeen families with whom the psychologist had met in May, 1972 were asked to return for a conference. All seventeen families responded. Some of their statements follow:

*Reading Supervisor, Boardman, Ohio

"Kindergarten is too late to influence our programs."

1. Time spent with children on suggested activities during the summer ranged from 5 minutes per day to 30 minutes per day.

2. Parents that had been referred to the Diagnostic and Evaluation Center for family counseling were very positive in their comments.

Kindergarten teacher's observation of the seventeen students so far this school year are as follows:

- Improvements in perceptual tasks 15
- No improvemer shown 1
- Some improvement shown 1

Acuity and Vision Tests

Sixteen children were scheduled back for a second screening test in May, 1972. It was suggested that six of these see an eye doctor. The results in November, 1972 are:

- Given glasses 3
- Told he had an astigmatism but not to get glasses for another year 1
- A slight ambliopia — wears a patch 20 minutes each evening 1
- Could not get a reliable test ... 1

Gross Motor Skills

In May parents of ten children were given consultation and suggested activities to do during summer. In November the following results were noted:

Improvement noted 10
Channeled into special motor skills class 6

Speech Difficulties

Thirty-four parents were either counseled concerning their child's difficulties or given papers with suggestions for helping their child during the summer. Results in November:

- Improvement noted 22
- Problem corrected 5
- Slight improvement 3
- No improvement noted 4

In some cases private therapy had been suggested or the use of "Talking Time".

Auditory Test

Seven children were found to have problems ranging from slight impairment to more serious loss of hearing. Suggestions for pursuing the problem were given. Results seen in November:

- No improvement noted ..... 1 (Under doctor's care)
- Problem corrected ..... 1 (surgery during summer)
- Currently under treatment.... 2
- Slightly improved 3

Conclusions

1. The tests that were not subjective, (speech, hearing, eyes) proved conclusively that the early detection and implementation of help had aided immensely.

2. Tests that (by their nature) had to be based on subjective judgment, also appeared to be of value because of the improvement obseved by parents, kindergarten, speech and gym teachers.

Suggestions For The Future

1. If possible, testing, consultations, and suggestions should be given earlier than in the spring just before children are to enter kindergarten.

2. Perhaps instead of "Head-Start" programs that are usually found separated from the schools, these programs should be right in our school buildings with all the "know-how" of our specialists and teachers available to their parents long before kindergarten.

3. A training class for parents, who have children exhibiting some areas of difficulty, would be helpful.

4. If the outcome of such a program is to be successful, it must be properly staffed and planned.

Reading Diagnosis

Margaret Griffin*

So often the tendency is to take a student and to begin the continuous diagnostic process of trying to find out "what is wrong with him/her". And the labels begin to accumulate through the years — perceptual motor dysfunction, brain damaged, emotionally disturbed, etc. The thought of diagnosis of the curriculum is usually the last thing to be considered. And to analyze a student's reading performance within the context of his total environment for his functional reading needs has been a process which is skirted for the pursuit of causal factors which may or may not have any relationship to reading performance except from non-progress in "regular" school reading instructional programs. Even if a relationship is found, causation cannot be implied. Utilization of certain techniques of diagnosis as well as confusion over what diagnosis is may be some of the main reasons for the development of "turned off" readers.

Farr (2) in discussing trends and issues in reading diagnosis views diagnosis as an opportunity to learn more about the nature of a child's reading behaviors in order to plan instruction. He sees an analysis including knowledge of what a student is expected to read, how a student handles these expectations, and how the student can be helped more effectively. Labels such as "brain damage" would have no place in the reading curriculum under this thesis. Implementing this viewpoint would require analysis of the curriculum which places emphasis on what is wrong with the program rather than what is wrong with the child. Reading diagnosis would relate very closely to the reading demands in a student's life. And a child in need of assistance may be the one who demonstrates the greatest discrepancy between what he needs and wants to read and what he is able to read. Farr states that a reading disability case cannot be defined by relating to his school progress because a change in the curriculum often produces a change in progress. We need to be concerned with what is taught and why it is taught.

An interactional view of diagnosis is presented by Adelman (1). He views student success or failure in school as a function of the interaction between a student's strengths and limitations and the specific classroom situational factors in which he is required to perform (e.g. individual differences among teachers, varied instructional procedures, etc.). Children who are labeled "learning disabilities" are so labeled on the basis of assessment data which reflect little more than the effects of school curriculum failure. He states that whenever a child's problem can be attributed to the instructional process, the child should not be categorized as "learning disabled". The interaction of the child and the program characteristics is seen as the major determinant of school success or failure. The more congruity between child and curriculum, the more successful will be the experience and then there would be no reason for a pursuit of labels.

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Frost (3) has developed a Structure-Process theory of instruction including ideas from Bruner, Gagne, etc. He feels that education is failing to base instruction on antecedent conditions. The Structure-Process theory rejects use of grade level equivalents, I.Q. scores and other normative considerations for instructional diagnosis and assessment. The conditions for application of instruction must be individualistic and ordinal in nature, according to Frost. He presents three major errors that occur in instructional programs: 1) using normative scores for instruction (teachers attempting to match instruction to a student would have no use for normative data); 2) placing groups of children into an instructional sequence with expectations for standard progress (no person follows an identical time line nor do they achieve similar proficiency for identical content); and 3) focusing on goals not amenable to instructional strategies.

With the above positions in mind, what can teachers do to become better reading diagnosticians in the classroom? Little is presented though it is certainly a critical issue. Niensted (4) is concerned that teachers have spent too much time on the "what" of reading rather than the "how" of reading. She sights examples of observing children's reading under different conditions, and states that teachers who subscribe to this theory will be constantly examining the child's performance in relation to the teaching demands and questioning whether the child understands the process, needs more information, or is ready to perform independently through functional reading. Knowledge of how a child goes about particular reading tasks under particular conditions may give insight into difficulties of tasks and, therefore, modifications may occur. Weule (5) emphasized the need for classroom teachers to be trained in diagnostic teaching. In a review of the literature on diagnosis and a survey of 150 primary teachers, he found teachers inadequate in knowledge and use of tests and limited in the development of the power of observation. Suggestions were given for preservice and inservice training, and a plea made to upgrade teacher training programs.

The position of taking a hard look at the instructional reading programs has been presented in the articles just cited. Though few in number they still raise vital issues that must be faced daily by educational agents involved with planning, implementing, and evaluating instructional reading programs. Awareness of what to expect and require of children must be faced. If we take a hard look at individual students performing in the school environment imposed upon them, dramatic changes may occur and fewer labels attached to children who basically want to learn and to read.

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Niensted, Serena. "Miracles of Learning", 9 East Memorial Rd., Bensenville, Illinois 60106, 18pp.

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Luvonne Pitts*

Many first graders are turned off by their very first experience with school; they arrive eager and enthusiastic and thoroughly convinced that they are going to learn to READ today, the first day of school. An incident reported by Dr. Walter Barbe at a recent Bowling Green Reading Conference describes the feeling perfectly. Dr. Barbe told of the child who came home after that all-important first day with the announcement that he would not be returning to school the next day. When quizzed by his mother as to why he had made this decision, he replied, "I can't read and I can't write and she won't let me talk!" How aptly this reveals the restrictions we unconsciously place on young children by inhibiting them in the only medium of communication in which they are proficient.

"I can't read and I can't write and she won't let me talk!"

Admittedly, it would also be a disaster to permit that first experience to be a day of total confusion by allowing the children to talk constantly. So why not plan an activity that will permit the child to learn to "read" on his first day in your classroom and that will also give him something to take home to his parents as proof that he can "read"? This can be done with a minimum of effort and planning on your part and the dividends are unmeasureable.

"Plan an activity that will permit the child to learn to 'read' on his first day in your classroom."

For many teachers, the first day of school is a bit hectic anyway. We hesitate to impose too much formality on the children and yet we don't want the day to be one without any structure at all. Having the children make their own book to take home is a meaningful activity that will result in an elated child and certainly pleased parents. The book need not be a complicated nor a sophisticated product but rather a single sheet folded in half and placed inside a cover of the child's own making. The two sheets can then be stapled together to form the book.

All children are fascinated by the letters that make up their own

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name. What better way to introduce them to these funny squiggly characters than to show them the relationship between the letters and something more concrete to them, their name? One of the first concepts we want children to develop is that the printed word is just speech written down. To see their name in print is exciting to children but to be able to see their name on the title page of a book as the "author" is doubly exciting.

There is a wide range of subject matter which you and the children may choose from. It might be a good idea to have everyone write about the same subject for this first activity; there will be less chance that they might forget the words chosen and will also give them a good feeling about having produced something cooperatively. After you have decided what your topic will be, then you must decide on an illustration; this is where the child's creativity will be most evident. All children can draw something. What matter if it doesn't slightly resemble our concept of a school building or a playmate?

The illustration with its accompanying one sentence description will make up the book. With the child's name as author on the first section of the folded page, and with the illustration and descriptive sentence on the opened out section, you have a complete product that the children will cherish.

To expedite matters and to prevent struggles over printing words, you may wish to transfer your descriptive sentence from the board or chart paper (or even more exciting, from an overhead projector!) to a mimeo stencil and have each child make his illustration on the mimeographed page.

"Many first graders are turned off by their very first experience with school."

Some topics might be: a self-portrait, the school building, the school bus, teacher, or playground activities. The illustration and a simple sentence such as "This is me.", "This is our school.", etc., will satisfy the children. They will be able to remember the words of a short sentence. The enchantment of a book for the child will be in his name at the front as an author and in taking the book home to show his parents. It's a horrible feeling to go home empty-handed and with nothing to "show" for your day's work, especially if you're a six-year old who has been looking forward to going to school for quite some time.

Book covers can be as wild as your imagination, resources, or energy will allow or may be a colorful construction paper sheet folded in half and with the child's illustration on the front.

A culminating activity might be a sharing of the books with each other or with another class in the building. This indication of your pride in their achievement will set the stage for a learning atmosphere that will reap dividends throughout the school year.

This activity is appropriate for all Primary children and may be used as an incentive to older children to write books to present to the Kindergarten or first level students. Imagine the excitement of being able to take home a book that the "big kids" made especially for you!

Can Secondary Content Teachers Teach Reading?

Gaye Laurell Wolfe*

YES, this is the trend that secondary reading is taking; that content teachers teach reading skills while presenting their subject material. This DOES NOT MEAN that the content teacher uses special reading materials as remedial reading teachers do to work with vowels, syllables, and prefixes. For example, using their text book and following their course of study, content teachers could:

- Start the semester or unit by providing a list of terms which will be used. Discuss the words and the students will read a lot better when they recognize the words in the assigned reading.
- Show the students how to use the table of contents, footnotes, glossary, author's organization, study questions, and index.
- Remind students that it takes a different kind of reading to get through a science or math chapter, where every word counts, from what it takes to read a humorous story. They need to be taught when to read slowly and carefully, when to reread, when to pause and reflect, and when to read rapidly.

"By working through the content teachers who contact every student, the goal of reaching every student is possible."

In the 1960's if a secondary school had a reading program, it was most likely one of the following:

1. *Remedial Reading* — Instruction provided to students retarded in reading, who need highly specialized diagnosis and intensive treatment. The students are usually taught individually, or in small groups having the same types of difficulties, in a reading clinic or in a special reading room in a school.
2. *Developmental Reading* — Reading as normally taught to

*Member, Lake County Council

groups of children in terms of their development from grade to grade as they pass through the school system. For the secondary students this means instruction to reinforce skills mastered at the elementary level and to broaden the application of these skills.

3. *Power Reading* — A course for excellent readers already exceeding norms in speed and comprehension. In order to do the vast amount of heavy reading required in college, this course helps the students to read still faster and to delve into the critical analysis of the printed page.

"The content area teacher is the best-qualified person in the school for teaching reading in his subject."

Experience has shown that even with one of the above reading programs, a junior or senior high school does not reach the reading needs of all the students. However, working through the content teachers who contact every student, this goal of reaching all the students is possible.

Pupils entering secondary schools have a wide range of reading abilities. Some eighth grade students will be reading four years ahead of their grade level, some four years below. By the time students are in the eleventh grade there will be a ten year differential between the best and the poorest readers.

The content area teacher is the best-qualified person in the school for teaching reading in his subject. He is the one who is 1) most capable in teaching the new vocabulary in his subject, 2) most knowledgeable in setting purposes for reading, 3) most able in developing and motivating student interest, 4) most adept in identifying important concepts to be arrived at, 5) most conversant with multi-resources, their use and value in developing background experiences, and 6) familiar enough with the text to know how best to read and study it.

(2)

Colleges are now offering special courses to prepare teachers to teach reading in their subject fields. This type of training is already receiving added emphasis.

In some secondary schools, special reading teachers are working with classroom teachers to develop reading programs for specific subject areas. Other schools are focusing on inservice training designed to stress the teaching of reading in the content areas. What is your school doing?

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"Easy Reader" Poster is a must for secondary reading teachers, junior or senior high school libraries, or public libraries. Only $1.50 from:

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For a sneak preview see the cover of January 1972 *Library Journal.*

Jerry J. Mallett*

"Where the Grickle-Grass Grows"

"At the far end of town
where the Grickle-grass grows
and the wind smells slow and sour
when it blows
and no birds ever sing excepting,
old crows . . .
is the Street of the Lifted Lorax."

Ugh!! What an awful place . . . I surely wouldn't want to live there . . . You couldn't have any fun . . . It looks like everything is dead . . . It's all GLUNCKY!! It's called pol-lu-tion, I think.

So the responses come forth from elementary school children upon beginning Seuss' book, *The Lorax*. How did they so rapidly come to the conclusion that it must be pol-lu-tion that caused the terrible condition of the Street of the Lifted Lorax? The answer is very simple — as a nation we are pollution conscious. As a people we become alarmed, but in actuality do very little about it. However, we really do a lot of *talking* about it! Television, newspapers, billboards and magazines all shout our doom to us, the adults; but do you realize that the same trends, such as ecology, women's liberation and minority causes, are also saturated among our young? Of course, television and the children's news magazines propagandize messages to the young, but a much more interesting barometer to the social trends of the day may be traced through the books written for children.

". . . a much more interesting barometer to the social trends of the day may be traced through the books written for children."

The Lorax

The ecological movement is a particularly interesting trend to follow through children's books. Recall the sad condition of the Street of the Lifted Lorax, in the Suess book, *The Lorax*. Suess, himself, admits that very few of his books for children were ever started with a "lesson" in mind. But as he sat in his home on top of a mountain near the West Coast, watching the bulldozers ripping out mile after mile of the mighty redwoods, he decided to write a warning to the young people. *The Lorax* is just that! While the town, at the beginning of the book, is

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uninhabited due to the vast pollution problem . . . the young reader soon discovers that it was not always this bleak — no — "way back in the days when the grass was still green and the pond was still wet and the clouds were still clean" the town was a lovely place to live. Ah . . . but man's greed for money and goods (made out of truffula trees, about which the area abounds) soon turns the town into a virtual wasteland, polluted beyond hope . . . or is it? Of course, this is what Suess wants his young readers to ponder. Certainly the last few lines leave the young reader with a sense of urgency . . . "But now," says the Once-ler "Now that you're here, the word of the Lorax seems perfectly clear, UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not."

The Mountain

Peter Parnall, in his book *The Mountain*, has also decried the waste we humans do to our natural resources. Primarily through illustrations, he depicts a beautiful "mountain that stood in the West." In fact, it was so beautiful that the people wanted to keep it just the way it was. "So, Congress passed a law making the mountain a National Park." Of course, this is when the trouble begins! We see the once beautiful mountain deteriorate as more and more humans come to enjoy its beauty but only succeed in desecrating it. But Parnall, as Suess, ends with an ever-so-slight positive message. The flower "trying to grow on the mountain that stood in the West," among all the pop cans, paper and trash, seems to be calling out for help and indicate that it is not too late . . . only if someone will do something!

"A skyscraper building scrapes air pollution out of the sky — I think!"

Wilson's World

Wilson does just that! He does something about the pollution! Edith and Clement Hurd have written a story about a young boy, Wilson, who paints the world in which he would like to live. As he draws the earth, sun, plants, and animals, he adds people, cities and pollution. Deciding that this is not the kind of a world he desires, he starts over and paints a clean world. Surely the young reader may identify with Wilson and decide that he too must "paint" his world clean. *Wilson's World*, like the other books, leaves the destiny of the world to our young reader. You can almost hear the Lorax saying "Unless someone like you, cares a whole awful lot, nothing is going to get better. It's not!"

You may ask if this ecological trend in children's books and media is having an impact on our children. Well . . . Brad (age 5) answered this question for us rather nicely when he drew the following illustration and asked his teacher to write the subsequent caption . . . .

"A skyscraper building scrapes air pollution out of the sky - I think!"

My books are my friends that never fail me.

—Thomas Carlyle

Developmental Reading

Dean Kelly*

The obvious success a school experiences in teaching children to read is not a chance happening. Schools which have developed successful reading programs usually exhibit certain success factors. As a result, the inevitable questions arise: How do they do it? What are the secrets to success? It is not easy to be sure of the answers because schools are very complex institutions and teaching reading represents a very complicated process. However, the mere fact that a successful school is doing something different from unsuccessful schools does not necessarily mean that *the* different practice is the cause of success. The matter is made more complicated because successful schools always *seem* to do *many* things differently. The question becomes, which of these different practices are responsible for high pupil achievement in reading or improved attitudes toward reading? It is, of course, impossible to be certain; but, it seems reasonable to assume that when successful schools are following practices not found in unsuccessful schools, that these practices have something to do with success in teaching reading.

"As the principal goes, so goes a school's reading program."

Success Factors

A recent research study (2) suggests that there seems to be at least eight factors that are common to successful schools that are usually not present in schools which have unsuccessful reading programs. They are not, of course, in any priority order — high expectations by the teachers, a good atmosphere for learning, a strong emphasis on reading, the effective utilization of personnel strengths and interests, the use of a systematic word-attack program, individualization of instruction, careful evaluation of pupil progress and *strong leadership*. Strong leadership is not surprising. But, it is striking that almost all of the successful schools have clearly identifiable individuals who would be identified as outstanding leaders by most people who are knowledgeable about public schools and the effective teaching of reading. All of these possible success factors need to be examined in depth since the "real keys to success" may be discovered; however, only the leadership factor — *The Principal's Responsibilities for Reading Improvement* — will be discussed briefly at this time.

School-Wide Program

The more observations one makes of the classroom situation in reading, the more evident it becomes that a school-wide reading program exists only when the principal has a very special concern for reading. Without suffi-

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cient concerns, his time and energy are too easily diverted to other matters, many of which have little to do with education.

But even with the special concern for reading, a successful program is not guaranteed. Other factors are important, too. For instance, in those schools in which every child is given a maximum opportunity to achieve in reading, it is quite apparent that the teachers, not only value reading, but also have a clear mental picture of the goals and the purposes of the school's reading program. In this mental picture, there is sufficient content to challenge the brightest of all of the children. Also, there is flexibility in expectations based on the recognition of different needs of children. As one would expect, recognition and provision for these needs require a high-level of sensitive decision-making ability on the parts of the teachers and the principal.

"It becomes more evident that a school-wide reading program exists only when the principal has a very special concern for reading."

Although there is no question, the *key* to a successful reading program is the classroom teacher. The *key* to effective supervision of the reading program is cooperative planning on the part of the teachers, reading specialists, supervisors and principal. The aim of the reading program is the improvement of *pupil performance.*

Key Position

The elementary school principal is in *the key* position to assume leadership for such a program by developing rapport through cooperative leadership. He may provide leadership in: (1)

- assessing the needs of the reading program.
- determining attainable goals and objectives which are congruent with long-range purposes for all pupils in the school.
- promoting reading instruction and extended practice in all school subjects in which children read.
- facilitating communication among teachers, resource and supervisory personnel.
- providing appropriate reading materials and equipment to children under conditions which are suitable for reading growth.
- helping to individualize and group pupils for effective instruction.
- evaluating continually the success which children demonstrate in the reading program.

Also, the principal may help to define organizational patterns of reading instruction which releases the full potential of teachers and pupils. All teachers within a building must be included because reading is an integral part of the learning process in every subject field.

Thus, the principal sets the tone of a school. The establishment of an effective learning climate for the teaching of reading is largely dependent upon his interest, his talent and his active efforts. As the principal goes, so goes a school's reading program.

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When Teachers View Themselves

Fred L. Pigge*

The primary function of this article is to present the purpose, a brief overview of the procedures, and the major findings of a project[1] designed to determine the effect of video-taping teachers' behavior and the later analysis of such behavior on pupil achievement, on pupil perception of teachers, and on teachers' self-evaluation.

The Problem

The specific questions this project attempted to answer were:

- Would students whose teachers were in the experimental group (video-taped) achieve more than students whose teachers were not video-taped?
- Would students in the experimental group perceive more of a positive change in their teachers' behaviors than would students in the non-experimental group?
- Would the experimental teachers' self-appraisal scores differ significantly from those of the non-experimental group?

The Sample

The sample included 17 sixth, seventh, and eighth grade teachers from Gateway Middle School, Maumee, Ohio. The 6 sixth grade instructors (3 experimental and 3 control) taught in self-contained classrooms and the 11 seventh and eighth grade teachers consisted of two math teachers, English teachers, and social studies teachers from each grade level. These upper grade instructors met with their students for a 42-minute period each day of the week.

The Procedures

The participating teachers volunteered for the project after its goals and procedures were explained to the entire faculty. Thus, it cannot be assumed that the participating teachers are a typical group since it required strong self-confidence to join the study. After the sample was obtained, the teachers were randomly assigned

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to experimental and control groups within their grade level and/or subject area. In the case of the seventh and eighth grade instructors, the two seventh grade math participants were assigned to either the experimental or control group by the flip of a coin and this procedure was employed with the remaining teachers.

Stanford Achievement Tests were given to all students in a pre-post fashion. The teachers (experimental as well as control) were asked to rate themselves on the Teacher Self-Appraisal Inventory near October 1 and again in May. In addition to these data gathering instruments, all students completed in October and again in May the instrument, "About My Teacher".

The experimental teachers were video-taped at three intervals (a total of three hours). These tapings occurred between the fourth week of school and February 15. The video-taping with split-screen capability was done by technicians from WBGU-TV, Bowling Green. Each tape was analyzed prior to teacher viewing by observers trained in analyzing verbal and non-verbal behavior (consultants from Ohio State University). After this was done, the concerned teacher viewed the tape. The trained observers and the teacher jointly analyzed the behaviors exhibited on the tape.

The control teachers were also being observed, except by their immediate supervisors (or principals). The principal arranged for various evaluation interviews using a form similar to the one used by the experimental teachers in the evaluation of their behavior.

Analysis of covariance with pretest scores held constant was the main statistical technique employed.

The Findings

The analysis of the control and experimental pupils' achievement test scores revealed that video-taping teachers' behavior and the later systematic analysis of that behavior had little, if any, positive effect on student achievement. In other words, the control students gained as much accordingly as did the experimental students.

The experimental teachers' adjusted post-test mean from "About My Teacher" instrument was significantly higher (.10 level) than was the control teachers' post-test mean. This implied that the experimental students "liked" their teachers more than did the control students.

From an analysis of the pre-post teachers' Self-Evaluations, it was found that the experimental teachers thought somewhat less of themselves on the post-test than on the pretest but that the control teachers thought "better" of themselves on the post than on the pretest.

Could it be that the experimental treatment caused the experimental teachers to react differently?

Possible Implications and Benefits

The stated educational implications and benefits of the findings of a project such as this are very susceptible to differing human interpretations. Nevertheless, it would seem certain that it would be agreed that staff members grew in their knowledge and skill of teaching from having participated, a feeling of "experimentation" existed with its concommitant positive effects, and that further investigation is needed especially in the area of teachers thinking less of their teaching abilities after viewing themselves on video-tape.

[1]E.S.E.A. Title III Project awarded to Maumee City Schools, Maumee, Ohio, William Moritz, director, 1971-73, "A Synthesis Approach to Teacher Self-Evaluation." For further information, please contact Mr. Moritz.